



Persuasion as One Form of Influence in Leading Instructional Change

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‘Persuasion’, which is one of the multiple forms of influence, has established itself as an “appealing” concept in the disciplines of journalism, sociology, and organizational behavior. However, the research on persuasion seems to be of relative infancy in educational leadership and management. This paper reports the findings pertinent to persuasion in the school context. The findings were drawn from a larger qualitative study on teacher peer influence in Singapore schools. Data were collected from 38 individual interviews with teachers and school leaders, 50 visits to four primary schools between 2015 and 2016, and 3 focus group interviews. More specifically, the paper elucidates the emergent patterns of persuasion: *rational persuasion*, *reputational persuasion*, and *relational persuasion*. The factors (e.g., credibility, message variables, and receiver factors) influencing persuadability and strategies to minimize resistance to change will be discussed as well. The study has a dual value: first, it seeks to contribute to theorizing the concept of persuasion in educational leadership by illuminating patterns of persuasion and their properties, and second, the study hopes to provide teacher leaders insights into how to persuade colleagues for enacting positive changes in instructional practices.



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